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ABSTRACT

The Read/Write for Personal and Economic Growth program starts with the writing of three-sentence paragraphs that contain a topic sentence and two major detail sentences. The program begins with short passages so that adult learners can experience immediate success. As learners progress, they receive help on such problems as sentence fragments, punctuation, spelling, usage, and thinking. The program introduces a writing vocabulary based on a power concept: first power for the main idea, second power for a major detail, third power for a minor detail. Writers cannot create a sentence that cannot explain some previous power. As students progress through the program, they are required to write longer, more complicated passages and to read more complicated supplementary reading materials. Thirty-nine sentence patterns are eventually introduced in the program. The program allows adults to move through 12 stages of writing instruction at their own pace. (An outline of the 12 stages of the power writing program, sample transition words and phrases, writing conventions, and the 39 sentence patterns are appended.) (MN)

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READ/WRITE FOR PERSONAL AND ECONOMIC GROWTH

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READ/WRITE FOR PERSONAL AND ECONOMIC GROWTH starts with the writing of three-sentence paragraphs that contain a topic sentence and two major detail sentences. The program concentrates upon many short writings so that the adult learner may meet with immediate success. As the learner writes, the instructor circulates to help with such problems as sentence fragments, comma usage, spelling, and the thinking involved in proving a point with just two clear statements.

The program introduces a writing vocabulary based upon a Power concept: 1st Power for the main idea; 2nd Power for a major detail; 3rd Power for a minor detail. The writer does not create a sentence that cannot explain some previous Power.

Once the learner has mastered the writing of three sentences free of most errors, he progresses to five-sentence paragraphs, which consist of a topic sentence, two major, and two minor details (in the Power of 1 2 3 2 3). At this point the adult strives to eliminate <u>there</u> on the front of a sentence and the weak verb <u>to be</u> from writing. This latter effort results in much thinking because the writer may have to do much revision in order to eliminate <u>to be</u> forms.

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The next step in this program involves the writing of seven-sentence paragraphs: Power 1 2 3 2 3 2 3. At this point the adult encounters the first of thirty-nine sentence patterns, which will add style and individuality to writing. The patterns create much thinking as the writer may have to rewrite and revise in order to make his statement by fitting one of the patterns into his paragraph.

In the next phase of this program, the writer learns to move the topic sentence to all of the locations it may possibly occupy in a paragraph. The final three stages of the program introduce multi-paragraphing, climaxing with the writing of a seven-paragraph essay.

The adult moves through this program in twelve stages--at his own pace. Each stage contains criteria that he must meet before he progresses to the next stage.

Once the learner has a collection of three-sentence paragraphs, he can read those for the main ideas and supporting details. As his personal writings become longer, they become more complex in structure; yet, with the Power structure under control, he can read material of any length for the ideas and the details. He will be able to cope with much of his daily reading. READER'S DIGEST and the daily newspaper contain short paragraphs and a fairly easy vocabulary level. As the adult's

writing skill expands in length and sentence complexity, he becomes more confident in reading such publications as TIME.

Perhaps he may have moved from the reading of short fiction to the pleasure found in novels. At the same time as he has acquired personal growth in reading and writing, he has met with more success in those skills for economic growth.

* * *

(Note: The following pages accompany this article: the 12 Stages of Power Writing; the 10 Conventions; a Table of Transitions; and the 39 Sentence Patterns.)

THE 12 STAGES OF POWER WRITING

STAGE 1-2-3 . . .

Powergraph 1 2 2
- Students are given the 1st Power sentence and must add two 2nd Power sentences to complete a 3-sentence paragraph.
- Put the word *two* in the 1st Power sentence through Stage 7.
- Vary the patterning of the 1st Power sentence given students.
- Students must write two complete sentences with periods and capital letters.

STAGE 4 . . .

Powergraph 1 2 2
- Students create their own 1st Power sentence.
- 2nd Power transitions, signals, semaphores
- Conventions 1-8

STAGE 5 . . .

Powergraph 1 2 3 2 3
- 3rd Power transitions
- Conventions 1-9

STAGE 6 . . .

Powergraph 1 2 3 2 3
- Conventions 1-10

STAGE 7 . . .

Powergraph 1 2 3 2 3
- Conventions 1-10
- Sentence Patterns 1-6

STAGE 8 . . .

Powergraph 1 2 3 2 3 2 3
- Put the word *three* in 1st Power sentence through Stage 12.
- Conventions 1-10
- Sentence Patterns 1-12

STAGE 9 . . .

Moving the 1st Power sentence to different positions:

2 3 2 3 2 3 1
1 2 3 2 3 2 3 1
2 3 1 2 3 2 3
2 3 2 3 2 3
0 1 2 3 2 3 2 3
- Conventions 1-10
- Sentence Patterns 1-19

STAGE 10 . . .

Essay 1 2 2 2
- Paragraph a Stage 8 at the 1st Power and each of the 2nd Power sentences.
- Conventions 1-10
- Sentence Patterns 1-26

STAGE 11 . . .

Essay 1 2 2 2
- Stage 10 expanded to a minimum of 3 sentences per paragraph
- Conventions 1-10
- Sentence Patterns 1-33

STAGE 12 . . .

Essay 1 2 3 2 3 2 3
- Conventions 1-10
- Sentence Patterns 1-39

TRANSITIONS

(Bridges, Signals, Semaphores)

2nd POWER TRANSITIONS . . .

one	first	moreover	to begin with
another	second	furthermore	in addition to
also	third	above all	finally

Repetition of a word, words, or idea from 1st power:

Rain causes two problems. Rain causes floods. Rain causes mudslides.

Rain causes two problems. Rain makes children sad. Rain makes parents mad.

3rd POWER TRANSITIONS . . .

specifically	for example	in other words
restated	to explain	for instance
to describe	translated	to particularize
to exemplify	to narrate	to support
to compare	to contrast	to expand
to define	to qualify	to concede
to refute	to evaluate	to identify

Repetition of a word, words, or idea from 2nd power:

Rain causes two problems. Rain causes floods. Flood destroys bridges. Rain also causes mudslides. Mudslides destroy homes.

TERMINAL SIGNALS . . .

in conclusion	to sum up	in summary
to conclude	as a result	for these reasons
as one can see	in short	I conclude that

RED-ALERT SIGNALS . . .

however	but	nevertheless	on the contrary

ENCHIRIDION OF CONVENTIONS OF FORM AND LITERACY

1. Use ink.
2. Have one-inch margins on all four sides of the paper.
3. Control neatness (no crossouts nor ink erasures).
4. Indent the opening sentence of a powergraph one inch.
5. Write complete sentences.
6. Use proper grammar.
7. Spell correctly.
8. Punctuate properly.
9. Eliminate the word *there* from the beginning of a sentence.
10. De-emphasize the use of the Verb *to be:*

is	was	be
am	were	been
are		being

SENTENCE PATTERNS

STAGE 7 . . .

1. Use strong, active verbs.
2. Ask a queston.
3. Use an exclamatory sentence.
4. Open with a adverb.
5. Open with a prepositional phrase.
6. Write a sentence in which the verb precedes the subject.

STAGE 8 . . .

7. Use conversation or a quotation.
8. Use apposition.
9. Open with an adverbial clause.
10. Use parallel structure in words, phrases, clauses, or sentences.
11. Open with an adjective.
12. Open with an adjective phrase.

STAGE 9 . . .

13. Open with a present infinitive.
14. Open with a perfect infinitive.
15. Open with a present participle.
16. Open with a past participle.
17. Open with a perfect participle.
18. Open with a direct object.
19. Open with a verb.

STAGE 10 . . .

20. Open with a present gerund.
21. Open with a perfect gerund.
22. Use a restrictive adjective clause.
23. Use a non-restrictive adjective clause.
24. Open with a noun clause.
25. Open with a predicate noun.
26. Open with a predicate adjective.

STAGE 11 . . .

27. Write a compound sentence, using a comma before such conjunctions as *and, but, or, nor, yet, for.*
28. Write a compound sentence, with semicolon, no conjunction.
29. Write a compound sentence using the semicolon before coordinating conjunctions (*and, but, or, nor, for, yet*) because commas already appear in the sentence.
30. Write a compound sentence using the semicolon before and a comma after such connectives as *however, therefore, consequently, nevertheless, thus, in fact, then, on the other hand.*
31. Write a compound sentence with elliptical construction.
32. Write a compound sentence with an introductory, or a general, statement followed by a colon and a specific, or explanatory, statement.
33. Use a parenthetical expression between the subject and the verb.

STAGE 12 . . .

34. Open with an introductory series of appositives, with a dash and a summarizing subject.
35. Use an emphatic appositive at the end of a sentence, following a colon.
36. Use an emphatic appositive at the end of a sentence, following a dash.
37. Use an internal series of appositives or modifiers, enclosed by a pair of dashes.
38. Open with a nominative absolute.
39. Use a periodic sentence.